

等教育“十一五”国家级规划教材
推荐使用大学外语类教材

全新版大学英语

New College English

Watch, Listen and Read

Student's Book

视听阅读
学生用书

1

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 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

前言

《全新版大学英语视听阅读》是一套根据美国国家地理(National Geographic)视听素材改编而成的创新型大学英语教材,由上海外语教育出版社、美国国家地理和圣智学习出版公司(Cengage Learning)联合开发出版。本套教材以教育部颁布的《大学英语课程教学要求》为指导,在教材设计、选材和编写中力求准确把握大学英语教学的性质和目标,努力体现大学英语教学中以听说技能为先导、其他技能跟进的教学指导思想。它所采用的将视听与阅读技能融为一体的教材设计,旨在探索一条教材编写新路,创新教学模式,从而提高教学的绩效。

《全新版大学英语视听阅读》是为我国普通高校大学生设计和编写的,共6册,每册10个单元。与同类教材相比,它具有以下几个显著的特点:

1. 编写体例创新。它将英语视听说技能培训与阅读技能培训融为一体,力求从编写思想、素材选编、练习设计和版面设计上反映当代外语教育的最新研究成果,兼容并蓄各学术流派所提出的有益的教学理念和原则。针对我国大学英语教学和考核要求,本套教材既体现当前英语教学中融多种技能为一体的整体性教学原则,又在语言技能训练中突出视听说技能,以弥补目前大学生入校前在英语视听说技能训练方面的不足。学习主题和内容的高度关联方便了英语训练中各种技能的有机转换,同时也可借助于与视听说主题一致的阅读素材,既保持视听说素材的真实性和原有风味,又可有效降低视听说素材的难度,起到了积极的协调和辅助作用。本套教材新颖独特的体例设计,为教学方法论的探究提供了方便。在处理视、听、说与读的关系时,既可以视听为导入,以研究项目式的“做中学”和“视听说相连,层层深入”为目标,也可以“读听说相辅,多种技能共同推进”。阅读教学过程可以作为视听说的导入,也可以作为视听说的温习与强化。可以针对不同的学生群体和学习目标灵活安排不同的教学活动。

2. 题材广泛,内容丰富。本套教材针对我国大学生的社会生活经历和知识结构,广泛地选取了具有较强知识性、趣味性和针对性的视听和配套



I A Dog's Sense of Smell. Read the paragraph. Then write the correct form of the underlined word or phrase next to each definition.

All dogs have a very good ability to detect smell, but beagles have an especially powerful sense of smell. Experts estimate that they can identify scents from 1,000 to 10,000 times better than humans can. Because of their powerful noses, beagles are often used as "detector dogs". These dogs sniff suitcases and packages to find out what's inside. They often work at airports to make sure that no illegal imports get into a country.

1. things made in other countries that are brought into a country: _____
2. the smell that is left by a person or thing: _____
3. notice or find: _____
4. breathe in air with the nose; smell: _____
5. dogs which perform the special task of using their noses to find things: _____

II Detector Dog Training. Read the paragraph. Then match each word or phrase with the correct definition.

Before they begin patrolling airports and other places, detector dogs are first trained at the National Detector Dog Training Center. There, canine instructors teach the dogs to smell the seams of suitcases and other bags in order to check for illegal items. These items include certain types of food — particularly fruit — which may carry flies and other pests that can cause diseases. They also include meat products, which can carry the very dangerous hoof-and-mouth disease.

1. patrol _____	A. a serious and highly infectious illness that often affects farm animals
2. train _____	B. a small animal or insect, such as a rat, mouse, or fly, that causes damage
3. canine _____	C. the line where two pieces of something come together and are joined
4. seam _____	D. of or related to dogs
5. pest _____	E. educate in preparation for a job or task
6. hoof-and-mouth disease _____	F. make regular trips around a certain area to guard against trouble or crime



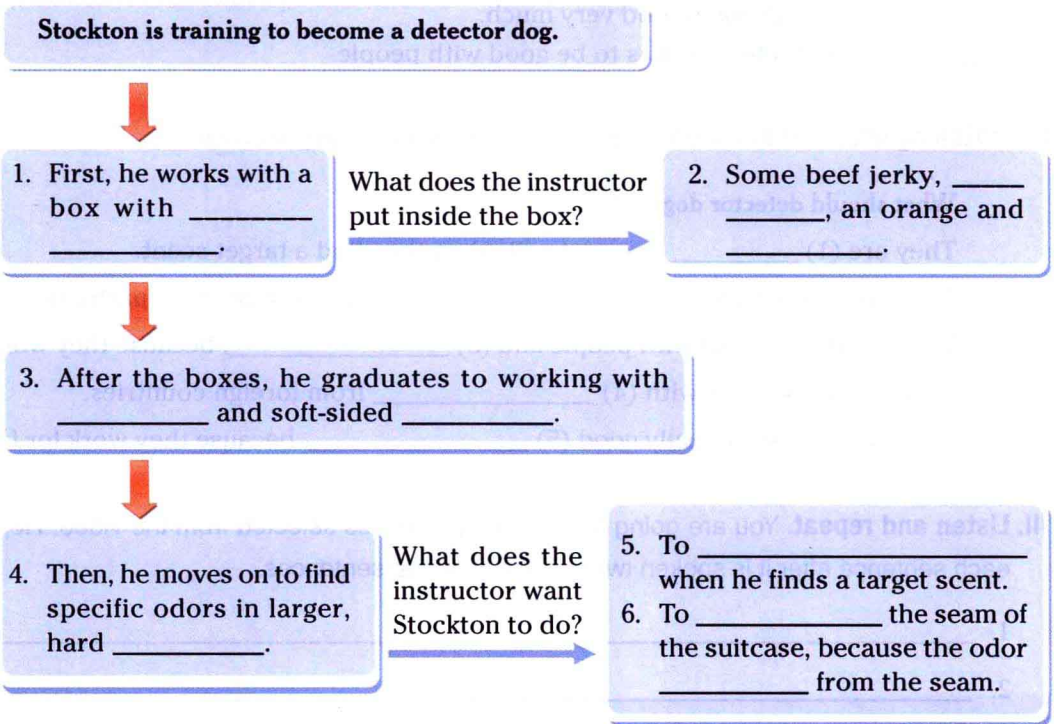
Part 1

00:00	02:28	03:16
02:28	03:16	04:14

I. Watch Part 1. Fill in the blanks in the answers to the questions.

- What are the half dozen beagles waiting for in the morning?
They are waiting for their _____.
- Why does Heldt think the job is so cool?
Because the dogs' personalities are all very _____, and when he trains these dogs, he learns _____ every time.
- What do detector dogs do?
Detector dogs patrol _____ and sniff out _____. They also detect meat products that may carry illnesses. But they must do this without bothering _____.

II. Watch again. Fill in the blanks in the chart with the missing words or expressions.



III. Oral work. Describe the process of training a detector dog. You may start by saying: "When a dog is training to become a detector dog, it should first ... After the boxes, it ... Then, it ...". The following pictures are for your reference.



boxes



carry-ons and
soft-sided bags



suitcases



I. Watch Part 2. Decide whether the following statements are true (T) or false (F).

- _____ Stockton made three mistakes on the next test.
- _____ Stockton always remembers that Heldt is his partner.
- _____ Being a detector dog is always serious and never fun.
- _____ A beagle loves food very much.
- _____ A detector dog has to be good with people.

II. Watch again. Fill in the blanks with the missing words or expressions.

What should detector dogs do?

They are (1) _____ to sit when they find a target scent.

They should not get too (2) _____ of their trainers or partners.

They should be great with people and (3) _____, because they work at airports and work with (4) _____ from foreign countries.

They should have a really good (5) _____, because they work for food.

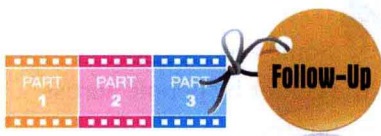
III. Listen and repeat. You are going to hear five sentences selected from the video. Repeat each sentence after it is spoken twice. Then write the sentences.

- _____
- _____

2. Stockton's chances of becoming a detector dog look very good. He's _____ faster than some of the other dogs. His demeanor is really meek. _____ fazes him. So, he loves working. It's _____ to him, which is really _____.

III. Oral work. Answer the following questions orally with the help of the information from Exercise II.

1. What happens to the dogs that are not good enough to become detector dogs?
2. What about Stockton? How is he doing with his job?



I. Watch the entire video. Choose the appropriate heading for each part.

Parts	Headings	Choices
Part 1	_____	A. The Requirements of Becoming a Detector Dog. B. The Process of Becoming a Detector Dog.
Part 2	_____	A. Why Is It Important to Be a Detector Dog? B. What Does It Take to Be a Detector Dog?
Part 3	_____	A. Stockton's Good Chances of Becoming a Detector Dog. B. Stockton's Good Chances of Being Adopted.

II. Oral work. Suppose your family is on the adoption list for retired detector dogs, and the beagle Stockton is going to retire from his job. Before you adopt Stockton, you talk with Heldt to get to know about him. Make a dialogue with the help of the following cues.

- A: (1) *Hi, I'm _____ . I'd like to adopt the beagle, Stockton.*
 B: *Hi, I'm Heldt, his trainer. Nice to meet you.*
 A: (2) _____ . *Can I ask some questions about Stockton?*
 B: *Sure.*
 A: (3) _____ ?
 B: *Oh, he's a big boy. I call him big horse.*
 A: *What about his personality?*
 B: (4) *He is very _____ .*

A: (5) _____?

B: *Well, he loves all kinds of dog food.*

...

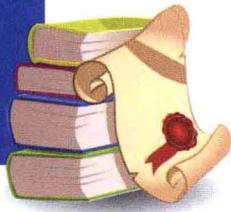
A: *Thanks a lot. You are very helpful.*

B: (6) _____.

III. Project. Form groups of three or four. Each group does research online or in the library on dogs that work for people, for example, detector dogs (dogs that detect drugs or explosives), police dogs, fire dogs, and dogs that help the disabled. Fill in the following table and report the group's findings to the class.

Type of Dog		What's his/her name?	How old is he/she?	How heavy is he/she?	What is his/her personality?	What is his/her daily work?	Does he/she have any specialties?
A Detector Dog	Detecting Drugs						
	Detecting Explosives						
A Police Dog							
A Fire Dog							
A Guide Dog							





Beagle Patrol

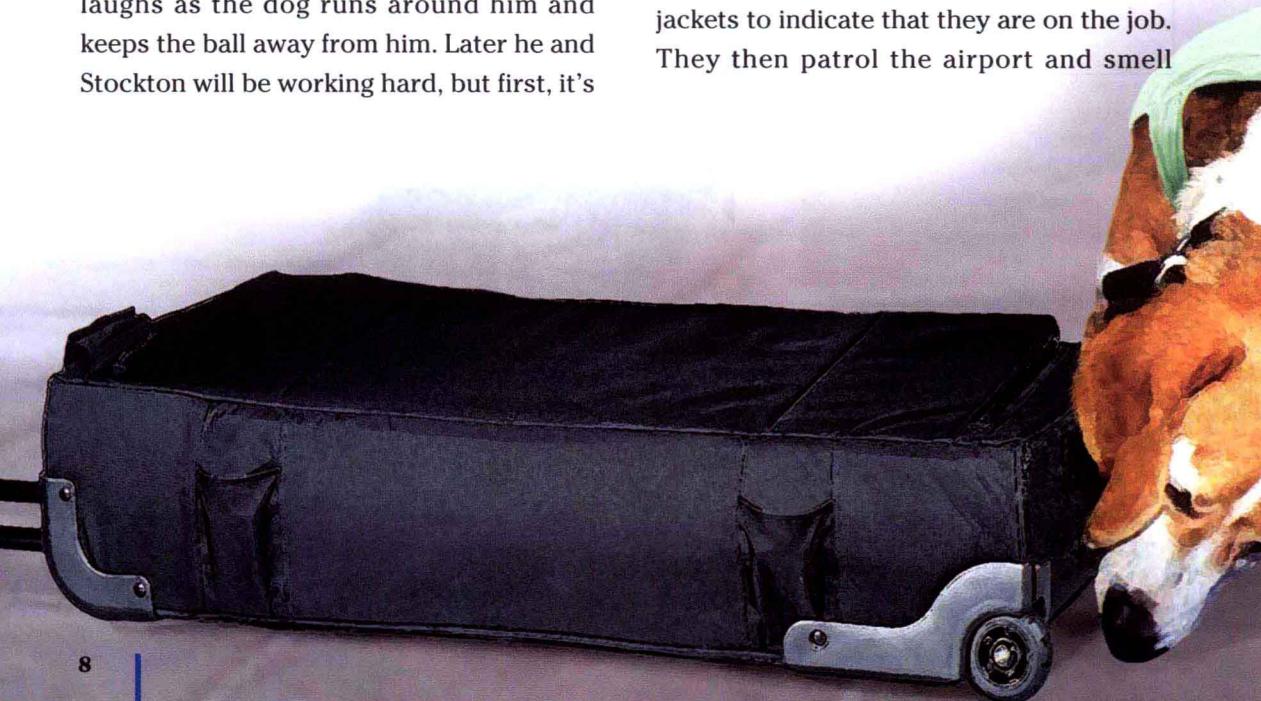
1 For canine instructor Brent Heldt, every day has a noisy start as he stops to say hello to a half dozen or more beagles. When he walks through the dog housing unit at the National Detector Dog Training Center in Orlando, Florida, the dogs bark and jump impatiently. They can't wait for their chance to go outside for a training session and morning run with Heldt.

2 The first lucky dog is a beagle called Stockton. "Go on, go get it! Go get it!" says Heldt as he throws a ball for the beagle. Stockton runs quickly across the training yard and races back with the ball. However, Stockton wants to have a little fun and he runs right past the waiting Heldt. The trainer laughs as the dog runs around him and keeps the ball away from him. Later he and Stockton will be working hard, but first, it's

play time. It's because of these little signs of **personality** that Heldt sincerely enjoys working with the dogs. "Their personalities are all very different," he explains. "That's what makes this job so **cool**. I mean, every time I train these guys, I learn something different."

3 Later that day, Heldt puts Stockton in a truck to go to work. No, it's not to go to Heldt's job, it's to go to Stockton's! Stockton is training to become a detector dog so he can work at the international airports around the United States. Detector dogs use their famous noses to sniff for goods which shouldn't come into the country.

4 Airport detector dogs often wear green jackets to indicate that they are on the job. They then patrol the airport and smell



suitcases for foods like **citrus fruits**, mangoes, and apples that may carry fruit flies and other pests. They also sniff for meat products that may carry diseases, such as the dangerous and highly infectious hoof-and-mouth disease. The dogs must learn how to do this without bothering the passengers who are bringing home safe and legal gifts for their friends and family. That's why the dogs must first learn how to "sniff out" — or find and signal — illegal imports in the airport baggage claim area. This is where the National Detector Dog Training Center comes in.

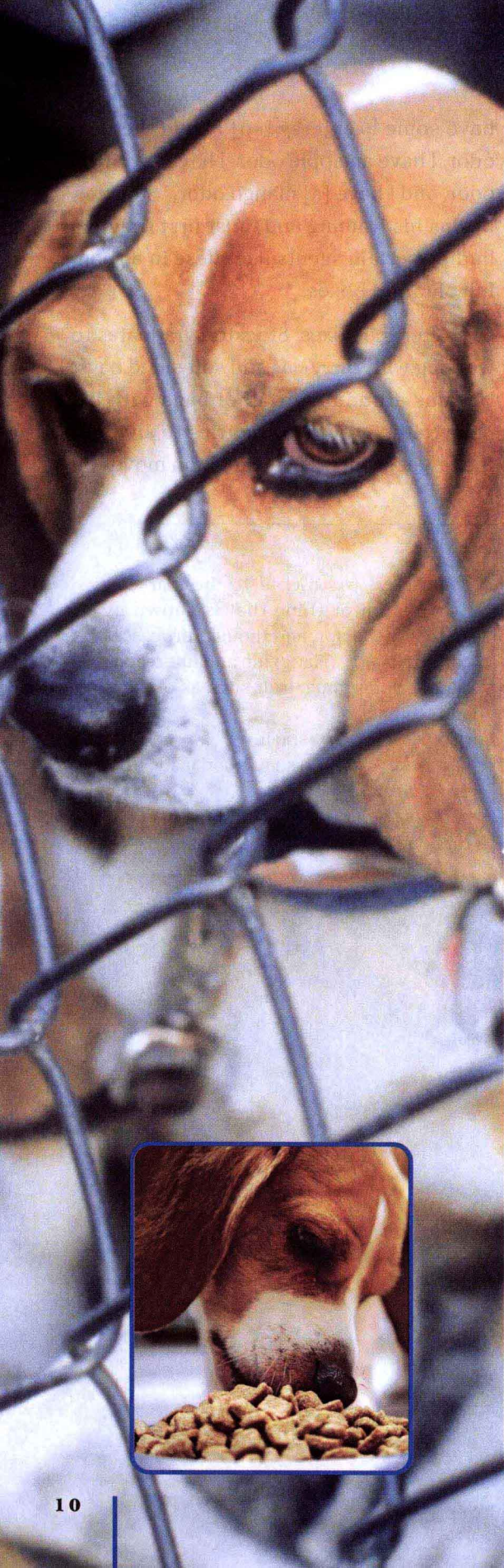
5 At the Training Center the dogs start slowly and simply by first investigating boxes that contain various items. Heldt explains how it works: "What we [have] got here is a target box," he says as he opens one of the boxes. "It's called 'mixed'," he explains, "The reason I call it 'mixed' is because that's exactly what it is. It's mixed **odor**." He then picks up some of the items in the box and explains what they are, "We

have some **beef jerky** [so] I have the beef odor. I have an apple odor. I have [a] citrus odor, and I have [a] mango odor." Stockton begins his training and must first practice finding certain scents like these in a room full of target boxes.

6 After the boxes, Stockton graduates to working with **carry-ons** and soft-sided bags. He runs around a group of bags with his nose to the ground as he tries to sniff out the target scents. Then, Stockton moves on

personality /ˌpɜːsənˈæləti/ *n.* the character of a person or thing that is shown by actions, behavior, and thought processes
cool /kuːl/ *adj.* (slang) fun and interesting
citrus /ˈsɪtrəs/ *fruit* fruit such as oranges and lemons
odor /ˈɒdə(r)/ *n.* smell
beef jerky /ˈdʒɜːki/ a snack food made from dried meat
carry-on /ˈkærɪɒn/ *n.* a kind of small bag that one can carry on an airplane



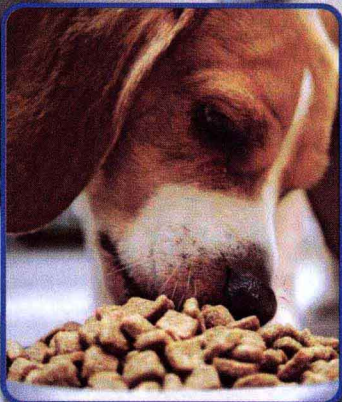


to the really difficult challenge — finding specific odors in the larger, hard suitcases. Stockton must also learn to behave when he finds a target scent. He must learn to sit down on or near any bag that contains a smell that could possibly be trouble. “That’s a good boy,” Heldt says to the beagle encouragingly when Stockton finds the meat scent and sits down.

7 Heldt talks a bit about how the dogs do it. “What we want the dogs to do is [to] work the seam of the suitcase because the odor comes out from the seam,” he explains and points to the section where the two sides of the bag join. “What we teach the canine officers and the dogs, [is that] when we breathe the bag,” he says, “odor is coming out of the bag.” As he talks, Heldt pushes down on a bag so that air comes out the sides to demonstrate the point. By breathing the bag, the canine officers can help the dogs better detect suspicious scents and odors.

8 As Stockton continues his training with the larger suitcases, he’s once again successful. “What have you got? Have you got something Stockton?” asks Heldt when Stockton sits down on the bag. “Good boy! You found it, you found the meat! That’s a good boy!”

9 Things don’t always go so smoothly for Stockton though. On the next series of tests, he makes a few errors. He lies down when he is supposed to sit. On another test, he gets too far ahead and pulls away from Heldt until Heldt finally has to remind him, “Where [are] you going? Wait for me!” He then jokingly says to the dog, “You’ve got to work with me. I’m your partner, remember?” All the while though, Heldt continues to laugh and encourage Stockton. Even though it’s serious work, it always has to be fun for the animal.





Springfield's **HEROIC DOGS**

Springfield SAR Team Search and Rescue Statistics 2003–2008		
	Missing Person Calls	Number of calls received asking for help in finding a missing person 122
	Direct Finds, Humans (living)	Number of people found directly by the dogs 24
	Assisted Finds, Humans (living)	Number of people found by people after dogs led searchers to a particular area 11
	Direct Finds, Humans (not living)	Number of people found directly by the dogs 9
	Assisted Finds, Humans (not living)	Number of people found by people with the help of dogs 3
Total Finds and Assisted Finds of Humans		47

I. Listen to the passage. Fill in the blanks in the answers to the questions.

1. What are SAR dogs?

Search and Rescue (SAR) dogs are specially trained to find and save _____
or _____ people.

2. What should the trainer give the dog in order to find a lost person?

The trainer just gives them _____ from the lost person.

3. What happened to the school teacher Carolyn Rubin when she was running one sunny day?

She saw _____ in a wooded area.

4. How did the SAR dog Lucy save her?

Lucy started _____ and _____ the bear's back legs and eventually _____ the animal.

5. What happened to the dentist David Roycroft when he was skiing?

He was buried by a big wall of _____.

6. How did the SAR dog Rusty save him?

Rusty was able to _____ him by his scent and _____ him out within ten minutes.

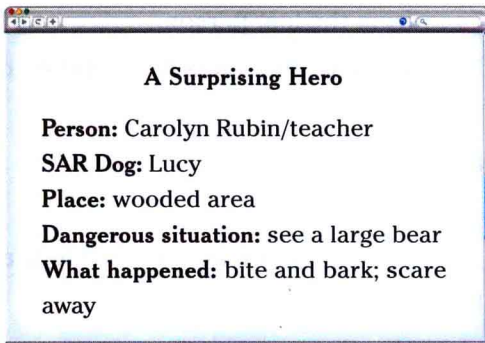
II. Listen again. Fill in the blanks with the numbers you hear.

1. As people walk along, up to _____ tiny bits of material containing their own particular smell are left behind every minute.
2. In the five years between _____ and _____ the Springfield SAR Team responded to _____ calls for help.
3. SAR dogs were able to help almost _____ of the time.
4. David Roycroft looked up the hill and saw a _____ wall of snow heading straight for him.
5. If a person remains under snow for _____ minutes, he or she has only a _____ chance of survival.

III. Listen and repeat. You are going to hear five sentences selected from the audio. Repeat each sentence after it is spoken twice. Then write the sentences.

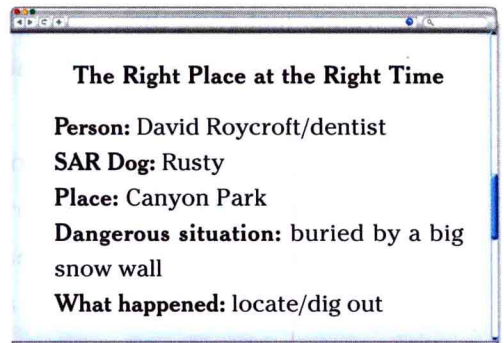
1. _____
2. _____
3. _____
4. _____
5. _____

IV. Oral work. Summarize the two stories of SAR dogs rescuing people. The following key words will be helpful in the summary.



A Surprising Hero

Person: Carolyn Rubin/teacher
SAR Dog: Lucy
Place: wooded area
Dangerous situation: see a large bear
What happened: bite and bark; scare away



The Right Place at the Right Time

Person: David Roycroft/dentist
SAR Dog: Rusty
Place: Canyon Park
Dangerous situation: buried by a big snow wall
What happened: locate/dig out

Giant Cave Crocs!



This story is set in Africa, in the country of Madagascar. It takes place in a place called Ankarana in the northern part of the country.

Most crocodiles live above ground, but an unusual group of crocodiles in Africa may live under the ground — in caves! A team of scientists is going to Madagascar to learn more about these crocodiles. Will they find any crocodiles in caves? What will happen if they find a real giant cave croc?

III. Oral work. Work in groups of three to five. Discuss what preparations should be made for an adventure tour to see cave crocs in Madagascar. Present your ideas to the class.

Useful words and expressions

passport visa credit card map
 luggage flashlight mosquito net life-saving appliance

Before making the journey ...

You should get basic information about ...

... is/are necessary.

... is/worth taking.

One useful thing to remember is ...

One thing most people usually forget is ...

One of the most important parts of the preparation for your trip is ...

The last point I would like to mention is ...

This is the general information you need to know before your journey.

Part 2		
00:00	02:27	06:05
02:27	06:05	08:47

I. Watch Part 2. Fill in the blanks with the missing information.

Profile

Name: Cave/Nile croc


Country: (1) _____

Home: (2) _____

Food: (3) _____

Front Foot: (4) _____ toes

Back Foot: Four toes



II. Watch again. Choose the correct preposition.

- “As the group finds its way (around/through) the dark, narrow passageways, they realize how amazing the place is.”
- “After hours of difficult walking, the team finally exits (to/into) daylight once again.”
- “The team continues and sees signs of crocodiles everywhere, including more footprints and marks (from/on) their long tails.”
- “It’s not the enormous crocodile they’ve been following, but that’s not a problem (with/for) Barr.”

III. Listen and repeat. You are going to hear five sentences from the video. Repeat each sentence after it is spoken twice. Then write the sentences.

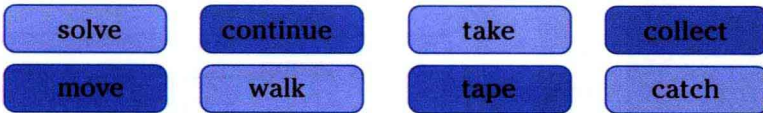
1. _____
2. _____
3. _____
4. _____
5. _____



I. Watch Part 3. Decide whether the following statements are true (T) or false (F).

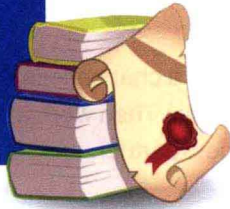
1. _____ It is a pleasant experience with so many crocs around.
2. _____ The team will be the first to collect tissue samples from cave crocodiles.
3. _____ The expedition team takes one crocodile to a geneticist.
4. _____ The team has decided to search for crocs again next year.
5. _____ Dr. Brady Barr felt fear when catching the crocodile.

II. Watch again. Fill in the blanks with the given verbs and translate the completed phrases into Chinese.



1. _____ their exploration _____
2. _____ deeper into the cave _____
3. _____ through knee-deep water _____
4. _____ the animal _____
5. _____ its mouth _____
6. _____ its measurements _____
7. _____ tissue samples _____
8. _____ some of the riddles _____





Giant Cave Crocs!

1 Crocodiles are large reptiles that have been living on Earth for millions of years. Because they have been around for so long, they have sometimes been called “living dinosaurs”. These amphibious animals make both land and water their home. But now, scientists believe that crocodiles may live somewhere else — deep beneath the earth in Madagascar!

2 Madagascar is one of the most remarkable places on Earth. This very large island broke away from the rest of the continent of Africa during the age of the

dinosaurs. The caves where these rare crocodiles are supposed to live are located in Ankarana, a distant region in northern Madagascar. These unusual animals only exist in an area that isn't very easy to get to, and tracking them down is considerably difficult.

3 So, there are really crocodiles in the caves of Ankarana, aren't there? Nobody is sure, so Dr. Brady Barr, an American herpetologist, has traveled all the way to Madagascar to find out. Dr. Barr is one of the world's leading experts on crocodiles, but



poacher /'pəʊtʃə(r)/ *n.* a person who hunts animals illegally

aptly /'æptli/ *adv.* appropriately; correctly

cliff /klɪf/ *n.* a high rock formation with a steep drop

flashlight /'flæʃlaɪt/ *n.* a small light (often hand-held) operated by batteries

passageway /'pæsɪdʒweɪ/ *n.* a walkway



back footprint,” he reports. “You see, it was going this direction,” he says as he leads the group through the darkness. Suddenly, his light swings to the right, “Oh!” he says with even more excitement than before, “That’s another one!”

10 The team is now on the path of not one, but two huge cave crocodiles! “I mean, these are big crocodiles,” says Dr. Barr as he follows the footprints, “Look at that foot!” Barr then reaches down and touches one of the prints. He notices that it has not been long since the crocodile was there. “This looks very fresh,” he comments. He holds his hand next to the mark left by the croc’s foot — the footprint is actually bigger than his hand! “That’s a big croc!” he says as he looks at the footprint and then ahead into the darkness. The group can’t see much in the black cave, but Barr can tell where the animals are going by the footprints. “They’re all going this way,” he says and starts to move in that direction. As he does, he repeats once more in amazement: “These are big crocs!” It’s hard to believe that Dr. Barr and the others may be only a few steps behind huge crocodiles — and it’s happening deep under the ground!

11 After hours of difficult walking through the cave, the team finally exits into daylight once again. Then suddenly: “Whoa, whoa, whoa!” shouts Barr as he signals for the others to stop. “Look! Right here! Look at this!” he exclaims as he points to the ground. It’s another set of footprints! “Look at that! That is a big croc!” says Barr with excitement. He looks carefully at the footprints and explains which ones they are, “Back left foot, right here. There’s a right.